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ABSTRACT

Questionnaires designed to determine the status of the Doctor of Arts degree were sent to the graduate deans of 307 member institutions of the Council of Graduate Schools in the United States. In addition, questionnaires were sent to the graduate deans of 10 nonmember institutions known or thought to be offering graduate programs beyond the master's degree. This study is based on a 95 percent response rate. Results indicated that more institutions will need to offer D.A. degree programs to prepare "teacher-scholars" who are needed by 2-year and 4-year colleges. Statistical data, attitudes concerning the D.A. degree, and institutions with programs are indicated. (MJM)

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STATUS OF THE DOCTOR OF ARTS DEGREE

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January 11, 1974

In March, 1970; November, 1971; and in November, 1972, the writer conducted nationwide surveys of the status of the Doctor of Arts degree. In order to update these three previous studies, questionnaires were sent to the graduate deans of 307 member institutions of the Council of Graduate Schools in the United States on November 19, 1973.(b) In addition, questionnaires were sent to the graduate deans of 10 non-member institutions known or thought to be offering graduate programs beyond the Master's degree. On December 26, 1973, a follow-up questionnaire was sent to the graduate deans of those institutions which had not responded. This study is based on responses from 300 graduate deans which is a 95% return. Seventeen of the 317 graduate deans failed to respond to the questionnaire as of January 11, 1974. Fourteen of these institutions which did not respond offer doctoral programs according to the "Report of Credit Given by Educational Institutions", American Association of College Registrars and Admission Officers, 1973. The questionnaires were answered by the graduate dean, the acting graduate dean, or by the assistant or associate graduate dean. Their opinions do not necessarily represent the views or opinions of their institutions.

The following table gives the number of institutions offering, planning to offer, or considering the possibility of offering the Doctor of Arts degree; and also the number of institutions offering doctoral programs similar to the Doctor of Arts degree for all four studies.

NUMBER OF INSTITUTIONS OFFERING, PLANNING TO OFFER, OR CONSIDERING THE POSSIBILITY OF OFFERING THE DOCTOR OF ARTS DEGREE; AND THE NUMBER OF INSTITUTIONS OFFERING DOCTORAL PROGRAMS SIMILAR TO THE DOCTOR OF ARTS DEGREE

(In quoting from the table the author requests that the 2 paragraphs following the table also be quoted.)

Year and Month of Study(c)	Offer the D.A. Degree	Planning to Offer the D.A. Degree	Considering the Possibility of Offering the D.A. Degree	Offering Doctoral Program(s) Similar to the D.A. Degree(d)	Total
March, 1970	3	27	46	12	88
November, 1971	16	11	60	52	139
November, 1972	20	7	33	48	108
January, 1974	22	3	23	47(e)	145(f)

(c) Based on returned questionnaires as follows: 1970, 267/300; 1971, 272/300; 1972, 293/311; and 1973, 300/317.

(d) Includes 6 institutions which offer the D.A. degree or are considering the possibility of offering the D.A. degree.

(e) In addition, 50 other institutions stated that they did not offer doctoral programs similar to the Doctor of Arts degree, but reported that sufficient flexibility existed so that a Doctor of Arts degree type program could be offered under an existing Doctor's degree. (Includes 11 institutions which offer, are planning to offer, or are considering the possibility of offering the D.A. degree.)

(f) Includes 50 institutions mentioned in footnote (e) above.

HE 005 837

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(b) Member institutions of the CGS as of March 1, 1973. The highest degrees granted by the 307 institutions were as follows: Doctor's, 226; Specialist, 15; and Master's, 66. The 10 non-member CGS institutions granted highest degrees as follows: Doctor's, 1; Specialist, 6; and Master's, 3.

The number of institutions offering, planning to offer, or considering the possibility of the Doctor of Arts degree has remained about the same in the last two years. In addition, the number of institutions offering doctoral programs similar to the Doctor of Arts degree has also remained about the same; however, in this study 50 other institutions reported that there was sufficient flexibility in existing doctoral programs to offer a D.A. degree type program.

It is the author's opinion, derived mainly from comments made by the respondents, that more institutions would initiate the Doctor of Arts degree programs, but the following factors have limited its development: the relatively large number of institutions which now offer what they consider the Doctor of Arts degree type programs under existing programs, namely the Ed.D. and Ph.D. degrees; the number of institutions which state that there is sufficient flexibility in existing doctoral programs to offer a D.A. degree type program; the restrictions placed by state commissions of higher education on the introduction of new doctoral programs; the oversupply of doctor graduates; the financial problems which face many institutions of higher education; the uncertainty of times in graduate education; and a lack of understanding of the purposes and functions of the D.A. degree.

In answer to the question - "Does your institution now offer the Doctor of Arts degree? ___yes, ___no. If yes, name the major field(s) of study and the year the program was instituted." --it was found that 22 institutions are currently offering the Doctor of Arts degree as follows: (These institutions were also asked to name any new majors which were being planned.)

1. Ball State University - music (1971), planning new programs in science, social science, health science, and possibly English.
2. Brown University - creative writing (1971).
3. Carnegie-Mellon University - mathematics (1967), English (1967), history (1967), fine arts: music, painting, sculpture (1967), chemistry (1972).
4. Catholic University of America - English (1971), biology and medical technology (1972), modern languages: Spanish (1973), planning to add economics (1974).
5. Claremont Graduate School - botany (1970), French studies (1970), government (1970).
6. Drake University - English (1972).
7. Idaho State University - English (1971), biology(1971), mathematics (1971), government (1971).
8. Lehigh University - economics (1971), government (1971), psychology (1971).
9. Middle Tennessee State University - English (1970), history (1970), physical education (1970), planning to add programs in social science (1975), sciences (1975), psychology (1975).
10. Ohio State University - Slavic languages and literature (1971), economics (1972).
11. State University of New York at Albany - economics (1971), English (1971), planning new programs in public affairs, hopefully by (1974).
12. Syracuse University - English (1972).
13. University of Illinois at Chicago Circle - chemistry (1973), mathematics (1973), planning new programs in physics (1974), biology (1974), Germanics (1974).
14. University of Miami (Florida) - English (1973), foreign languages (1973), chemistry (1973), engineering (1973), international studies (1973), education (1973), planning new program in economics (1974).
15. University of Michigan - English (1971).
16. University of Mississippi - music (1970), English (1971), political science (1971), chemistry (1973), will possibly add mathematics.
17. University of North Dakota - biology (1970), history (1970).
18. University of Northern Colorado - history (1970), chemistry (1970), geography (1970), mathematics (1970), biological science (1970), planning to add music (1974).
19. University of Oregon - English (1969), (not typical D.A. degree).

20. University of the Pacific - English literature (1970).
21. University of Washington - German (1970), chemistry (1973), physics (1973), planning to add speech (1974).
22. Washington State University - chemistry (1972), mathematics (1973), planning to add speech (1974).

Several graduate deans commented that the D.A. degree should be offered only by those institutions which have had previous experience in offering the doctorate. All but 4 of the 22 institutions offering the Doctor of Arts degree had previous experience in offering the doctoral programs before initiating the D.A. degree. The four institutions without previous experience in offering the Doctor's degree were granted accreditation for offering the D.A. degree by the appropriate regional accrediting agency prior to initiating the degree.

In answer to the question - "How many D.A. degrees has your institution granted as of September 1, 1973? - The following institutions reported D.A. degrees have been awarded as follows: Ball State University, 1; Carnegie-Mellon University, 60; Idaho State University, 6; Lehigh University, 1; Middle Tennessee University, 6; Ohio State University, 2; Syracuse University, 1; University of Michigan, 6; University of Mississippi, 6; University of North Dakota, 6; University of Northern Colorado, 33; University of Oregon. 8; and University of Washington, 3.

In answer to the question - "Are you definitely planning on offering the Doctor of Arts degree at a future date? ___yes, ___no. If yes, name the major field(s) of study and the year the programs will be established." It was found that three institutions were definitely planning to offer the Doctor of Arts degree as follows:

1. Adelphi University - mathematics (1974).
2. Eastern Michigan University - English or speech, dramatic arts (1976).
3. Illinois State University - history (1974), mathematics (1974), economics (1975-76), English (1975-76).

In answer to the question - "Are you currently considering the possibility of offering the Doctor of Arts degree in the future? ___yes, ___no." It was found that the following 23 institutions were currently considering the possibility of offering the D.A. degree:

1. Appalachian State University - humanities (1975), behavorial sciences (1975), social sciences (1975), mathematics (1975).
2. Atlanta University
3. Bowling Green State University
4. Case Western Reserve University - humanities fields
5. Creighton University - English, history
6. Graduate School and University Center - CUNY
7. Indiana State University - history
8. Lamar University
9. Morgan State College
10. Northern Arizona University
11. Oakland University (Michigan)
12. Polytechnic Institute of New York - chemistry, mathematics
13. Southern Illinois University (Edwardsville) - business, physics
14. University of Connecticut
15. University of Iowa
16. University of Northern Iowa
17. University of Wisconsin - Madison
18. Utah State University - mathematics
19. Western Illinois University
20. Western Michigan University

21. Wright State University
22. Seton Hall University
23. University of Wyoming

Several institutions planning to offer or considering the possibility of offering the D.A. degree stated that a moratorium on new doctoral programs by the state commission for higher education was delaying the initiation of the degree. In addition, several other institutions reported that D.A. degree proposals were pending approval of the state commission for higher evaluation, and a few institutions stated that there was no possibility of even considering offering the D.A. degree due to the lack of adequate financial resources.

In answer to the question - "Does your institution offer doctoral programs similar to the Doctor of Arts degree for preparing college teachers in the subject fields? ___yes, ___no. If yes, please explain, name field(s) of study and title of Doctor's degree." --it was found that 47 institutions were offering such programs as follows:

PROGRAMS SIMILAR TO THE DOCTOR OF ARTS DEGREE OFFERED BY FORTY-SEVEN INSTITUTIONS(g)

Program	Frequency	Program	Frequency
Ph.D.	17	D.F.A.	1
Ed.D.	11	Candidate in Philosophy	1
Ph.D. or Ed.D.	6	Ph.D. and Psy.D.	1
Ed.S.	2		
D.M.A.	1	M.F.A. and D.M.A.	1
M. Phil.	1	Doctorate not specified	4
Ed.D. and Cert. of Adv. Study	1		
		Total	47(h)

(g) Includes 6 institutions which offer or are considering the possibility of offering the Doctor of Arts degree.
(h) Several of these programs while considered by the institution as being similar to the D.A. degree are sub-doctoral programs.

Forty-seven institutions offer graduate programs, usually Ph.D. and/or Ed.D. degree programs, which they consider similar to the D.A. degree. However, six of these institutions consider sub-doctoral programs similar to the D.A. degree. It is significant to note that the majority of these institutions were of the opinion that a supervised college teaching experience is the only difference or only major difference between the D.A. degree and other Doctor's degrees. Rarely was any mention made as to how these similar doctoral programs called for greater breadth of preparation, a professional education core, a teaching externship in a two-year or four-year college, a dissertation related to the teaching of the subject, the inclusion of an interest in and potential for college teaching as part of the admission requirements, or any of the other basic differences between the D.A. degree and other types of doctoral degrees. Several institutions stated they had changed existing doctoral programs to provide a separate track for those interested in college teaching. While this might be considered a desirable practice, it will further confuse the basic purposes of the Ph.D., Ed.D., and D.A. degrees, and degree labels may soon lose their meanings.

On the matter of distinctions between Doctor's degrees, the Council of Graduate Schools in the United States has made the following statement:

The degree Doctor of Arts identifies a person with at least three years of graduate study and is designed to prepare students for careers as college teachers.

The program leading to the Doctor of Arts degree will parallel other doctoral programs but will be oriented toward developing teaching competence in a broad subject matter area. In contrast, the Doctor of Philosophy program is designed to prepare a graduate student for a lifetime of creative activity and research, although it will often be in association with a career in teaching at a university or college. The degree Doctor of Education (Ed.D.) should mark a professionally oriented program at the doctoral level in the field of education.

The Doctor of Arts program should be offered only by institutions with faculty, facilities, and equipment adequate to provide for the offering of these practice-oriented Doctor of Arts programs; they must be comparable in quality, although different in character, to accepted research-oriented Ph.D. programs.

Admission, retention, and degree standards for a Doctor of Arts program should be rigorous as those prevailing for a Ph.D. program and should be under the control of the graduate faculty of the subject-matter field. Under no circumstances should the Doctor of Arts be utilized as a consolation prize or second class, attenuated Ph.D. While program requirements will inevitably differ because of the different objectives, requirements for the Doctor of Arts should be no less demanding. If it is awarded at the completion of a program equal in quality and rigor to the Ph.D., its recipients should be employed in their areas of competence on a comparable basis to those holding the Ph.D. The standards and reputation of the graduate school awarding the degree are the significant determinants.

--"The Doctor of Arts Degree--A Statement by the Council of Graduate Schools in the United States", March, 1970. pp. 6-7.

In answer to the question--"Is there sufficient flexibility in existing doctoral programs at your institution so that a department could offer a D.A. degree type program under an existing Doctor's degree without formally instituting the D.A. degree? ___yes, ___no. If yes, please explain." --it was found that such flexibility existed at 50 institutions as follows: (Does not include any of the 47 institutions which reported that they were offering doctoral programs similar to the Doctor of Arts degree.)

NUMBER OF INSTITUTIONS REPORTING THAT SUFFICIENT FLEXIBILITY EXISTED SO THAT A DOCTOR OF ARTS DEGREE TYPE PROGRAM COULD BE OFFERED

Degree Program	Frequency	Degree Program	Frequency
Ph.D.	12	Ph.D. or Ed.D.	2
Ed.D.	7	Doctorate not specified	29
		Total	50(i)

(i) Includes 11 institutions which offer, are planning to offer, or are considering the possibility of offering the Doctor of Arts degree.

In addition to the 47 institutions which reported offering doctoral programs similar to the Doctor of Arts degree, an additional 50 institutions reported that there was sufficient flexibility in existing doctoral programs so that a department(s) could offer a Doctor of Arts degree type program. Therefore, 97 institutions offer or could offer doctoral programs similar to the Doctor of Arts degree.

In answer to the question - "Do you consider it an acceptable practice to offer a D.A. degree type program under the degree labels of the Ph.D. or Ed.D. degrees? ___yes, ___no. Comments." --The results were as follows:

IS IT AN ACCEPTABLE PRACTICE TO OFFER A D.A. DEGREE TYPE PROGRAM UNDER THE LABELS OF THE PH.D. OR ED.D. DEGREES?

Type of Institution	Yes	No	No Response or Uncertain	Total
Now Offer the D.A. Degree	2	19	1	22
Planning to Offer the D.A. Degree	1	1	1	3
Considering Offering the D.A. Degree	5	12	6	23
Offering Doctor's Degree Similar to D.A. Degree	19	19	3	41(j)
Have Flexibility to Offer D.A. Type Program	11	16	6	33(k)
Other Institutions	19	115	44	178
Total	57	182	61	300

(j) Does not include the responses of those institutions which also offer the D.A., are planning to offer the D.A., or are considering the possibility of offering the D.A. degree.

(k) Does not include the responses of those institutions which also offer the D.A., are planning to offer the D.A., are considering the possibility of offering the D.A., or are offering doctoral programs similar to the D.A. degree.

One hundred eighty-two institutions out of the 300 responding reported that it is not an acceptable practice to offer a D.A. degree type program under the labels of the Ph.D. or Ed.D. degrees. Fifty-seven institutions thought it would be an acceptable practice and 61 institutions gave no response or were uncertain about such a practice.

In answer to the question - "What is your general assessment of the Doctor of Arts degree?" --The results were as follows:

GENERAL ASSESSMENT OF THE DOCTOR OF ARTS DEGREE

Response	Offer D.A. Degree	Planning to Offer D.A. Degree	Considering Offering D.A. Degree	Offering Doctor's Similar to D.A.	Have Flexibility To Offer D.A. Type Program	Other Institutions	Total
Very Favorable	11	1	3	1	--	12	28
Favorable	7	1	9	6	2	24	49
Neutral or No Opinion	1	--	1	5	2	7	16
Unfavorable	1	--	2	6	11	22	42
Very Unfavorable	--	--	--	--	1	3	4
Not Needed	--	--	--	14	13	37	64
Uncertain or No Basis for Judgement	1	--	5	5	1	18	30
No Response or Not Applicable to This Institution	1	1	3	4	3	53	65
Not for Emerging Universities	--	--	--	--	--	2	2
Total	22	3	23	41(1)	33(m)	178	300

(1) Does not include the responses of those institutions which also offer the D.A., are planning to offer the D.A., or are considering the possibility of offering the D.A. degree.

(m) Does not include the responses of those institutions which also offer the D.A., are planning to offer the D.A., are considering the possibility of offering the D.A., or are offering doctoral programs similar to the D.A. degree.

The 48 institutions which offer, are planning to offer, or considering the possibility of offering the D.A. degree generally assess the D.A. degree in a favorable or very favorable light. The 47 institutions which offer doctoral programs similar to the D.A. degree and the 50 institutions which do not offer doctoral programs similar to the D.A. degree but report that sufficient flexibility exists at their institutions to offer D.A. degree type programs assessed the D.A. degree in a less favorable manner or stated that there was no need for the D.A. degree. The remaining 178 institutions reacted more favorably towards the D.A. degree than did the institutions which offer D.A. degree type programs or have the flexibility for offering such type programs.

In summary, the general assessment of the D.A. degree was more favorable in this year's study than in last year's study. In the November, 1972 study 86/293 institutions assessed the D.A. degree as unfavorable and 12/293 as very unfavorable. In the present study (1974) only 42/300 institutions assessed the D.A. degree in an unfavorable manner and 4/300 as very unfavorable. A significant positive change in the assessment of the Doctor of Arts degree occurred in two categories, namely "not needed" and "uncertain". In the present study only 64 institutions stated that the D.A. degree was not needed and 30 institutions reported that they were uncertain as to the value of the D.A. degree or had no basis for judging its value.

Typical comments in favor of the D.A. degree would include the following: "It is an excellent idea. It is needed to salvage the Ph.D. degree as a research degree .... — Perhaps more needed than ever before — Going great at our institution — Program looks promising .... — Excellent for undergraduate teaching — Equivalent to the Ph.D. — I am much impressed with it .... — There is a need for such a degree .... We are not prepared to diversify and amplify our resources in order to offer the degree. — It can serve a useful purpose. — Realistic, meaningful — Fine if properly identified. We have employed one holder of the D.A. and we are pleased with his performance. — Basically the degree is needed. Many people take a Ph.D. or Ed.D. and subsequently never do any more research. The D.A. is a frank recognition of this fact. — I think it is a fine program for preparing college teachers. — I consider it a good, valid degree. — Highly favorable — An excellent idea for developing faculty for independent teaching in innovative programs and interdisciplinary approach — Very appropriate for its purposes — Perfectly acceptable — Excellent degree — Fulfilling needs — I think it can be a strong degree that will attract strong candidates. — After a rather uncertain start, our programs have developed very well. — It has been excellent at .... — Great for community college teachers — I think it is a major breakthrough in the effort to improve preparation for college.teaching. — A much needed innovation in higher studies programs — Great, good placement, good feedback — A very good degree to put college teaching in proper perspective — It is an excellent professional degree. — It's fine, it will sell."

Typical comments which were neutral to the D.A. degree would include the following: "Appropriate in some areas — Have had limited contact — An experiment which should be continued until enough information is available to make a judgement — Have had no opportunity to observe or assess performance of any D.A.'s — Generally it is a worthwhile degree. However, my experience in this area is negligible. — Perhaps useful — Have little basis for evaluation .... — Not appropriate for this institution — I can't say yet. — Too early to respond, but it is of potentially great use. — We have not yet had an objective analysis of its consequences .... — Little information available as to its future and general acceptance — I am unsure about it... generally and locally. But we are still thinking about it — Probably useful, but don't think we are set up to do it well — Since we have not offered the degree, we have no basis for judgement. — Not familiar with program."

Typical comments which stated that there was no need for the D.A. degree would include the following: "Unnecessary — It was born too late. — Not at this time — It is a fine idea but came too late .... — In today's job market, it is a dead issue. — I believe it is no longer necessary in view of the surplus of Ph.D.'s. — The time for it has passed. — Less need for it now than ever before — Not of great value to recipient as long as there is an oversupply of Ph.D.'s and Ed.D.'s — I would prefer the use of another track leading to a Ph.D. — Not necessary as a separate degree — Its aims may be accomplished under more established degrees. — Less need than a few years ago .... Ph.D. and Ed.D. now provide for needs. — I do not think it is needed. — The faculty ... do not feel there is a need for the program. — Not necessary at present — There is no need for another doctoral degree in higher education. Existing programs can be altered if necessary to provide the advantages that the D.A. is projected to provide. — To add a new degree at this time of economic crisis for institutions would be unwise. — It provides nothing that cannot be obtained through a Ph.D. program

Typical comments which were negative to the D.A. degree would include the following: "It is not academically sound .... — A doctorate without research is unsound. — Will have difficulty in being accepted by academia — Basically, it is a second-class degree. — The doctorate should not be offered unless serious mature research is required. — Promise not fulfilled — It is still neither necessary, useful nor ornamental. — Little need or use for non-thesis degree in liberal arts and sciences —

We need to work on our Ph.D. programs first. — It is destined for second-class status .... — It is a weak degree and adds to the surplus of doctoral people in the job market. — It is a hazard-filled way to go. It will probably suffer the same fate as the Master's degree. — With the present trend in modifying Doctor's degree programs, I think any effort with a D.A. degree is like whipping a dead horse. — It is of limited marketability .... — Serves little purpose."

In conclusion, it should be pointed out that more institutions will need to offer D.A. degree programs to prepare the "teacher-scholars" who are needed by two-year and four-year colleges. It has been predicted that by the late 1970's approximately 50% of all college students will be enrolled in two-year colleges. The traditional Ph.D. degree which normally prepares the "research-scholar" in a relatively narrow field of study is not at present designed for preparing undergraduate college teachers.

Since the majority of graduate deans, 182/300, do not consider it an acceptable practice to offer a D.A. degree type program under existing doctoral programs, and if institutions are to adhere to degree labels as designated by the CGS, it would appear that the D.A. degree is the most logical answer to preparing the "teacher-scholars" needed for undergraduate college teaching positions.

(The author grants permission to anyone who would like to reproduce this study.)